

## FURMAN MIDDLE

3400 Bethel Church Rd.  
Sumter, SC 29154

**GRADES** 6-8 Middle School

**ENROLLMENT** 1,008 Students

**PRINCIPAL** Mr. Dale Wilson

803-481-8519

**SUPERINTENDENT** J. Frank Baker

803-469-6900

**BOARD CHAIR** James Giffin

803-481-2147

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

0

1

8

21

0

#### IMPROVEMENT RATING:

#### BELOW AVERAGE

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Average	N/A
<b>2002</b>	Average	Below Average	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Below Average	No

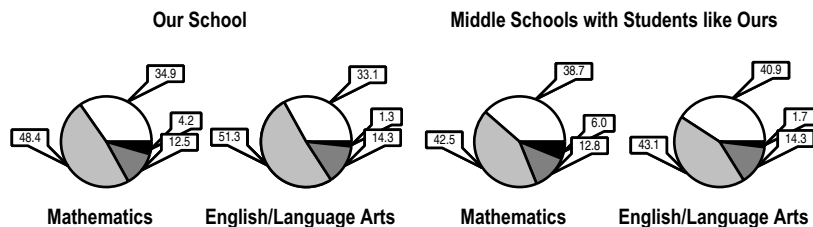
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

92.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	999	99.9	33.0	51.4	14.3	1.3	23.5	Yes	Yes
<b>Gender</b>									
Male	498	99.8	40.5	49.7	9.2	0.6	18.8		
Female	501	100.0	25.4	53.1	19.5	2.0	28.4		
<b>Racial/Ethnic Group</b>									
White	490	100.0	26.1	55.5	16.6	1.7	27.4	Yes	Yes
African-American	490	99.8	39.2	47.6	12.4	0.9	19.5	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	61.5	38.5	0.0	0.0	23.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	853	99.9	29.8	53.3	15.4	1.5	26.2		
Disabled	146	100.0	51.5	40.4	8.1	0.0	8.1	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	999	99.9	33.0	51.4	14.3	1.3	23.5		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	999	99.9	33.0	51.4	14.3	1.3	23.5		
<b>Socio-Economic Status</b>									
Subsidized meals	747	99.9	37.2	50.9	11.4	0.6	19.1	Yes	Yes
Full-pay meals	252	100.0	20.5	53.0	23.1	3.4	36.8		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	999	99.9	34.8	48.5	12.5	4.2	28.8	Yes	Yes
<b>Gender</b>									
Male	498	99.8	35.8	46.7	12.4	5.1	29.6		
Female	501	100.0	33.8	50.3	12.6	3.3	28.0		
<b>Racial/Ethnic Group</b>									
White	490	100.0	26.1	50.3	16.6	6.9	37.4	Yes	Yes
African American	490	99.8	43.8	47.3	7.3	1.5	19.5	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	30.8	30.8	38.5	0.0	46.2	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	853	99.9	30.7	50.9	13.5	4.9	32.0		
Disabled	146	100.0	58.8	34.6	6.6	0.0	10.3	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	999	99.9	34.8	48.5	12.5	4.2	28.8		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	999	99.9	34.8	48.5	12.5	4.2	28.8		
<b>Socio-Economic Status</b>									
Subsidized meals	747	99.9	38.4	49.0	10.3	2.3	23.6	Yes	Yes
Full-pay meals	252	100.0	24.4	47.0	18.8	9.8	44.4		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	339	99.1	52.5	36.8	9.7	0.9	10.7
	Grade 7	335	99.1	36.2	51.5	11.7	0.6	12.3
	Grade 8	324	97.8	42.1	50.0	7.9	N/A	7.9
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	344	100.0	38.9	42.8	16.8	1.5	18.3
	Grade 7	332	99.7	32.3	54.5	11.7	1.5	13.2
	Grade 8	323	100.0	28.8	58.4	12.2	0.6	12.8

<b>Mathematics</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	339	100.0	25.9	50.6	17.2	6.3	23.4
	Grade 7	335	100.0	37.3	43.7	14.5	4.5	19.0
	Grade 8	324	99.4	39.2	52.0	8.1	0.7	8.8
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	344	100.0	28.0	50.4	16.5	5.0	21.5
	Grade 7	332	99.7	39.4	44.9	13.2	2.5	15.7
	Grade 8	323	100.0	39.1	48.8	7.5	4.7	12.2

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 1,008)				
Students enrolled in high school credit courses (grades 7 & 8)	6.1%	Up from 3.5%	9.6%	14.6%
Retention rate	2.8%	Up from 0.4%	3.7%	3.0%
Attendance rate	95.6%	Down from 95.8%	95.9%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.6%		7.6%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.4%		7.3%	5.3%
Eligible for gifted and talented	14.3%	Up from 10.7%	10.9%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.3%	Down from 18.0%	14.9%	13.9%
Older than usual for grade	8.8%	Down from 11.3%	5.9%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Down from 1.1%	0.7%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 56)				
Teachers with advanced degrees	46.4%	Up from 31.9%	47.8%	48.7%
Continuing contract teachers	58.9%	Up from 55.1%	79.5%	81.7%
Highly qualified teachers**	85.7%	N/A	88.6%	90.4%
Teachers with emergency or provisional certificates	12.8%		6.8%	5.3%
Teachers returning from previous year	72.8%	Down from 80.6%	82.1%	85.1%
Teacher attendance rate	93.6%	Down from 94.0%	94.8%	94.8%
Average teacher salary	\$36,835	Down 1.5%	\$39,756	\$40,566
Prof. development days/teacher	17.4 days	Up from 13.5 days	11.0 days	11.0 days
School				
Principal's years at school	4.0	Up from 3.0	3.5	3.3
Student-teacher ratio in core subjects	25.9 to 1	Up from 22.6 to 1	21.0 to 1	21.3 to 1
Prime instructional time	88.4%	Down from 88.7%	89.5%	89.3%
Dollars spent per pupil*	\$4,748	Down 9.0%	\$6,452	\$5,821
Percent of expenditures for teacher salaries*	60.4%	Up from 59.0%	60.7%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	89.7%	Up from 80.4%	97.7%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	N/A		92.0%	
Highly qualified teachers in high poverty schools**	92.0%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Furman Middle School is dedicated to achieving our mission, which is to provide a challenging curriculum to improve academic skills and to provide a caring and supportive environment that fosters character development in order for each student to become a productive citizen. To fulfill this mission, the administration and staff are continuously working to improve instruction and create an environment that is caring and supportive. Our goal is to provide meaningful opportunities for students that meet the unique needs of middle school students so that they can reach their full potential. A strong emphasis on reading throughout all content areas has been a focus for the year. Furman's efforts were recognized by the South Carolina International Reading Association by being chosen as an honor school for reading - the only middle school selected for this honor. This collaborative instruction will benefit students as they strengthen their reading skills, which in turn will help improve academic skills in all content areas.

In addition to emphasizing academics, athletics and extracurricular activities are provided to enhance learning opportunities. Programs are offered before and after school to provide tutoring and additional opportunities to grow socially and emotionally. The school is also providing opportunities for service learning as we teach students to look for ways that they can be involved in helping their community become a better place.

Furman Middle School recognizes the importance of the partnership between parents and the school. Furman is making an effort to communicate with parents and involve them in the educational process. In the second year as a Red Carpet School, Furman continues to promote an open door policy, which invites parents and community involvement as we strive to work together to achieve the goal of all students experiencing success and performing to the best of their ability.

Furman continues to make progress in all areas to provide the best educational opportunities for the students.

Mr. Dale Wilson, Principal

Cheryl Avins, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	54	255	108
Percent satisfied with learning environment	76.9%	69.2%	76.4%
Percent satisfied with social and physical environment	86.8%	76.6%	70.1%
Percent satisfied with home-school relations	43.4%	84.8%	63.8%

\*Only students at the highest middle school grade level at this school and their parents were included.